1. **Impact, Justification, and Overall Essentiality - 21 pts. (2500 characters)**

This criterion focuses on the overall importance of the program and its contributions to the institution’s success.

* 1. Summarize and outline the key purpose and functions of your program.

No points—No purpose articulated.

Low points—Little purpose and non-essential.

High points—Essential purpose and functions.

* 1. How has the program evolved?

No points—No analysis, no change, or no response.

Low points—Little analysis, little change, or little response.

High points—Deep analysis or significant change with proven results.

* 1. How does this program support the University and its Core Values?

No points—Does not support University or its Core Values.

Low points—Unrelated to or low impact on University and its Core Values.

High points—Significant impact for University and its Core Values.

1. **Quality – 18 pts. (2000 characters)**

This criterion focuses on the quality of the services and efforts provided by the program.

* 1. What measurements and/or benchmarks do you use to track how your program is meeting its goals and providing services?

No points—No evidence of benchmarks.

Low points—Few benchmarks used.

High points—Actively uses well-developed benchmarks.

* 1. Provide data that demonstrates your program’s efforts to meet its goals or benchmarks.

No points—No evidence of meeting measures.

Low points—Little evidence of meeting measures.

High points—Significant evidence of meeting measures.

* 1. Describe significant accomplishments over the past three years.

No points—No accomplishments.

Low points—Vague, few, or nondescript accomplishments.

High points—Significant accomplishments with institutional impact.

* 1. Evaluate the program’s resources such as facilities (i.e., office and general space requirements), equipment, technology and professional development and how they affect the quality of the program.

No points—No evaluation or nondescript evaluation.

Low points—Little evaluation.

High points—Conclusive evaluation of resources.

1. **Internal Demand – 19 pts. (2250 characters)**

This criterion focuses on the utilization of the services and reliance on the function’s efforts by internal individuals, departments, and programs within the institution.

* 1. Describe the key internal users (admitted students, staff, faculty, and departments) of your program.

No points—Undefined internal users.

Low points—Few users of program.

High points—High demand, well-defined users of program.

* 1. Describe current internal demands and/or institutional policies that affect this program.

No points—Poorly defined demand.

Low points—Low demand.

High points—High demand.

* 1. Quantify and describe the changes in internal demand over the last three years.

No points—Cannot describe or quantify responses to change in demand.

Low points—Declining demand.

High points – Increase in demand.

* 1. Describe any approved projects or initiatives that will affect internal demand in the next three years.

No points—No approved initiatives.

Low points—Few planned initiatives or small scale initiatives.

High points—Large scale changes underway.

1. **External Demand and Mandates – 16 pts. (2250 characters)**

This criterion focuses on factors related to the level of external (e.g., prospective students, alumni, retirees, community members) interest in the services provided by the program, as well as the external mandates (e.g., OSHA and/or other required state or federal mandates) influencing the program’s efforts.

* 1. Describe the key external audience or constituencies such as prospective students, community members, alumni, retirees, etc. of your program.

No points—No external audience or impact.

Low points—Small external audience or impact.

High points—Large external audience or impact.

* 1. Quantify and describe the external demand of the program.

No points—Cannot describe or quantify demand.

Low points—Low demand.

High points—High demand.

* 1. Quantify and describe the changes in external demand over the last three years.

No points—Cannot describe or quantify changes in demand.

Low points—Declining demand.

High points—Increase in demand.

* 1. Describe current or proposed mandates (e.g., OSHA and/or other required state or federal mandates) that affect external demand and/or how services are delivered for this program.

No points—No mandates.

Low points—Weak or few mandates.

High points—Strong or many mandates; most program functions are mandated.

1. **Cost Effectiveness – 15 pts. (1500 characters)**

This criterion focuses on the expenses (including assigned overhead) incurred by the program in providing its services and conducting its activities. (For programs that have revenue-generating capability, costs are considered net of revenues.)

* 1. Comment on the annual cost of program and/or annual income generated.

No points—No understanding of the cost and/or effectiveness of the program.

Low points—Minimal attention to cost or revenue.

High points—Illustrates financial effectiveness.

* 1. Comment on the staffing of your program (FT or PT including titles, GA, students – student hours).

No points—Minimal attention to and/or understanding of staffing issues.

Low points—Ineffective or inefficient level of staffing.

High points—Effective and efficient level of staffing.

* 1. Describe efforts to analyze and reduce cost, increase revenue, and/or operate more cost effectively over the past three years.

No points—No efforts.

Low points—Minimal effort.

High points—Significant analysis and completed efforts.

1. **Opportunity Analysis – 11 pts. (1500 characters)**

This criterion allows the program to describe the additional contributions it could make with specified additional resourcing.

* 1. Describe opportunities for growth or enhancement in your program with new investment/collaboration/resources that would allow you to deliver services more effectively and efficiently in the short and/or long term. (Please be as specific as possible when describing what is needed to achieve the growth or enhancement.)

No points—No growth potential addressed, missing answer.

Low points—Little effort or vague plan.

High points—Creative, insightful, well-articulated plan for growth.